



# *Supervisory*

## SKILLS DEVELOPMENT PROGRAM

*Building the Vision*

# *Role of the Supervisor*



SACRAMENTO  
STATE

# Supervisory Skills Development

## ■ Week One

- ❑ Day One      The Role of the Supervisor
- ❑ Day Two      Effective Communication
- ❑ Day Three     Managing Conflict  
Planning and Organizing
- ❑ Day Four      Legal Aspects of Supervision, Part 1  
Performance Management
- ❑ Day Five      Performance Management



# Supervisory Skills Development

## ■ Week Two

- ❑ Day One Teams and the CDCR Community
- ❑ Day Two Legal Aspects of Supervision, Part 2
- ❑ Day Three Interviewing and Selection  
Leadership and Change
- ❑ Day Four Leadership and Change
- ❑ Day Five Coaching  
Putting It All together



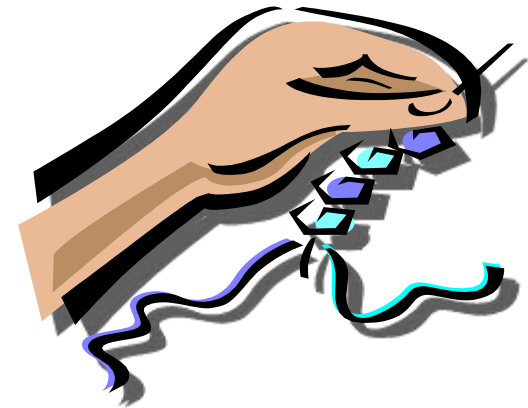
# Course Objectives

- ❑ Describe the topical threads that are woven through Supervisory Skills Development and how those threads are linked to the role of the supervisor at CDCR
- ❑ Identify strategies for transitioning from peer to supervisor
- ❑ Identify the behaviors and characteristics of a successful supervisor
- ❑ Identify the role functions of the supervisor
- ❑ Demonstrate how developing Emotional Intelligence in yourself and others increases your success as a leader
- ❑ Maximize your personality strengths to be an effective supervisor
- ❑ Maximize your understanding of personality diversity to create an environment for others that supports productivity and respect



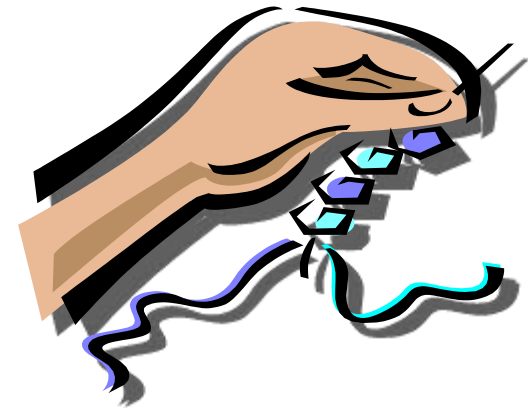
# Topical Threads

- Alignment with Department Vision, Mission, and Goals
- Community
- Rehabilitation
- Accountability
- Matrix Communication
- Coaching



# Topical Threads (2)

- The Five Practices of Exemplary Leadership
  1. Model the Way
  2. Inspire Shared Vision
  3. Challenge the Process
  4. Enabling Others to Act
  5. Encourage the Heart



# Transitioning from Peer to Supervisor

## What might change?

- The people you work with
- The type of relationships you have with your co-workers
- The type of work you do
- The skills you use to accomplish your tasks
- Your source of job satisfaction



# Transitioning Exercise

- In your groups, discuss the challenges in transitioning from peer to supervisor at CDCR
- Draw a line down the middle of a chart paper
- Label the left side “Challenges”
- Record the identified challenges on this side of the chart





# Transitioning Exercise (2)

- Return to your chart paper
- Label the right side, “Strategies”
- In your group come up with one or two strategies for mitigating each of the challenges



# The Best Supervisor Exercise

## ■ Round One - Partners

- ❑ Partner A: Use page 8, *Best Supervisor Ever* interview sheet, to guide the interview
  - Remember, this is not a discussion
  - Pose the following to your interviewee:

**“Tell me about the best supervisor you ever had (or knew about). What specifically did he or she do that allowed you to work at your best?”**

- ❑ Partner B: Tells his/her story; Partner A records notes.

## ■ Round Two - Partners

- ❑ Partners reverse roles



# The Best Supervisor Exercise (2)

## ■ Round Three

- ❑ Facilitator debriefs common themes of behaviors or characteristics from all stories and captures them on a flip chart

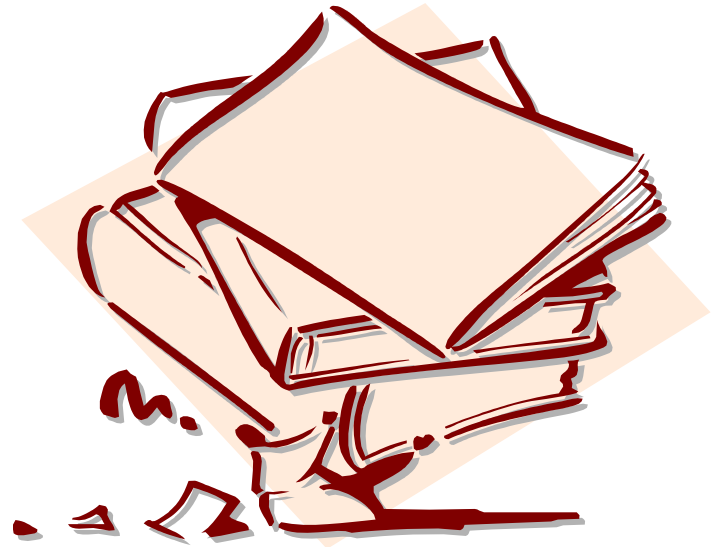
## ■ Round Four

- ❑ Participants capture themes on page 9
- ❑ Individuals complete self-evaluation portion noting their ranking in column 2
- ❑ Individuals discuss ratings and strategies for improvement with original partner
- ❑ Individuals note strategies to sustain and/or increase effectiveness in each area



# What Do Supervisors Do?

The primary responsibility of the supervisor is to ensure that the day-to-day functioning of the department contributes to the goals of the organization as a whole.



# What “Hats” Do You Wear?



# Emotional Intelligence

*“...the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships”*

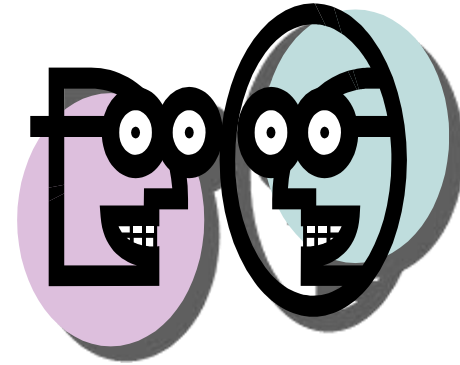
Daniel Goleman, Author  
*Working With Emotional Intelligence*



# Framework of Emotional Intelligence

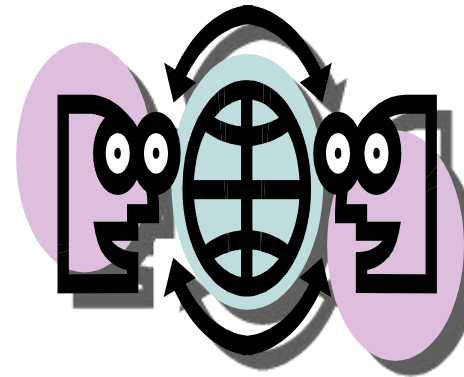
## ■ Personal Competencies

- ❑ Self-Awareness
- ❑ Self-Regulation
- ❑ Motivation



## ■ Social Competencies

- ❑ Empathy
- ❑ Social Skills



Source: Daniel Goleman, *Working With Emotional Intelligence*



# The MBTI®:

- Is a self-reporting instrument
- Is non-judgmental (no *good* or *bad* types)
- Is an indicator of preferences (no *right* or *wrong*)
- Does not measure: it sorts
- Is well-researched and validated
- Used worldwide
- Based on Carl Jung's theories, further developed by Katherine Briggs and Isabel Briggs Myers





# MBTI® Helps Supervisors:

- Develop their EQ
- Value their own unique contributions.
- Value the contributions of others
- Effectively adapt their communication style
- Individualize performance management
- Identify and reconcile sources of conflict
- Create and lead balanced teams
- Reduce stress



# MBTI® Assumptions

- Everyone has a *preferred* pathway to excellence
- All workshop data are confidential
  - You can decide to share your information, or not
- There are great variations within Types
- Personality Type does not explain *everything*
  - It does give us a roadmap to understanding the diversity in individual behavior
  - When it come to people, there are few simple answers



# Directions for MBTI® Form M

- Read each question carefully
- Put an “X” in the box next to the response you choose
  - ❑ Press firmly
  - ❑ Don’t erase (blacken in a box marked in error)
- Don’t labor over any questions
  - ❑ Go with what you’d *prefer to do*, not what you feel you *should do*
- When finished, open the booklet, read the directions, and complete the scoring
  - ❑ Read and complete the activities on the facing page of the score sheet



# Keep in Mind...

- Individuals *prefer* to use certain Types<sup>®</sup>
- Everyone uses *all* Types<sup>®</sup>
  - Using a non-preferred Type<sup>®</sup> requires more energy
- Preferences are inborn, however:
  - Type<sup>®</sup> is not deterministic. We are born with free will
  - Environment influences development of our Type<sup>®</sup>
- Type<sup>®</sup> is a dynamic theory



# MBTI® Preferences

- **Extroversion** ◀.....▶ **Introversion**
  - ❑ Where do you prefer to focus your attention?
  - ❑ Where do you get energy?
- **Sensing** ◀.....▶ **Intuition**
  - ❑ How do you prefer to take in information?
- **Thinking** ◀.....▶ **Feeling**
  - ❑ How do you prefer to make decisions?
- **Judging** ◀.....▶ **Perceiving**
  - ❑ How do you like to structure your world?



# TYPE® Table

		Sensing Types		iNtuitive Types	
Introvert Types		<b>ISTJ</b>	<b>ISFJ</b>	<b>INFJ</b>	<b>INTJ</b>
		<b>ISTP</b>	<b>ISFP</b>	<b>INFP</b>	<b>INTP</b>
Extravert Types		<b>ESTP</b>	<b>ESFP</b>	<b>ENFP</b>	<b>ENTP</b>
		<b>ESTJ</b>	<b>ESFJ</b>	<b>ENFJ</b>	<b>ENTJ</b>



# Where We Draw Our Energy?

## Extravert

- Outside thrust
- Talk thoughts out
- Breadth
- Involved with people and things
- Interaction
- Action
- Do-think-do

## Introvert

- Inside pull
- Keep thoughts in
- Depth
- Involved with ideas and thoughts
- Concentration
- Reflection
- Think-do-think



# Extravert-Introvert Exercise

- Form Type<sup>®</sup>-alike groups (no more than 5 per group)
- Considering the characteristics of your Type<sup>®</sup> preference, what should supervisors keep in mind to create a work environment that brings out the best in your Type<sup>®</sup>?
- Note your responses on a flip chart page entitled, “For (Introverts, Extraverts) make sure you...”
- Be ready to present your ideas to other groups







# How We Take In Information?

## Sensing

- Direct
- Present Orientation
- Realistic
- Actual
- *Down-to-earth*
- Facts
- Practicality
- Step-by step

## Intuiting

- Random
- Future orientation
- Conceptual
- Theoretical
- *Head-in-the-clouds*
- What could be
- Ingenuity
- Insight-by-insight



# How Do We Approach Decision Making?

## Thinking

- Objective
- Firm but fair
- Analytical
- Critique
- Principles
- Justice
- Policy
- Detached

## Feeling

- Subjective
- Compassionate
- Persuasive
- Compliment
- Harmony
- Mercy
- Social Values
- Involved



# How Do We Structure Our World?

## ■ Judging

- likes to order their lives by:
  - planning ahead, wrapping things up, and quickly accomplishing set goals

## ■ Perceiving

- likes to live life as it unfolds by:
  - keeping their options open, enjoying what comes along, and accomplishing set goals at their pace



# Reflecting on the Role of the Supervisor

